SUBJECTS.

Government might be pleased to establish a Lower Grade Secondary School at Adur at an early date.

Mr. Kumaran Kochu Padmanabhan (Member, Shertallai Taluk) said that Alleppey was 14 miles from Shertallai and that, owing to the absence of an English School, the people of the taluk were still backward in point of education. He therefore requested that an English School might be opened at a central place between Shertallai and Alleppey.

Mr. M. Sivathanu Pillai (Member, Agasteeswaram Taluk) said that Narayananputhur was situated in the centre of a large number of villages of the Agasteeswaram taluk, and owing to the want of a Secondary School at the place, the children of these villages had to walk from 4 to 10 miles in order to attend the Kottar High School. The people of the locality were very eager to have the benefits of English education for their children. He therefore prayed that the Government might be pleased to open a Lower Grade Secondary School at Narayananputhur and thus confer a lasting benefit on the loyal subjects of the *pakuthies* of Agasteeswaram, Parakai, Suchindram and Therur.

Dewan's reply.—Noted.

57. Raising the standard of the Kottarakara Lower Grade Secondary School.

Mr. C. P. Kochuhunju Pillai (Member, Kottarakara Taluk) said that the prayer of the people of the taluk was that the Lower Grade Secondary School at Kottarakara should be raised to the Higher Grade. But, as he learnt from the Gazette that the Government had it in contemplation, he did not want to speak at length on the subject.

Dewan's reply.—Noted.

58. Improvement of education among the Mahomedan community in the State.

Mr. Shaik Mahomed Hamidhani Thangal (Member, Nominated) thanked the Government for their kind solicitude for the welfare of the Mahomedans in the State and regretted that the number of Mahomedans who had received English education was infinitesimally small. The Member doubted whether even one per cent of the children of the school-going age attended the Vernacular Schools. The community had yet to learn what female education was. In education and enlightenment, the community occupied the lowest rung of the ladder, though history bore evidence to the fact that the community had once occupied a pre-eminent position politically, socially and educationally. There was no prospect of elevation

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